

group discussions; presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel and other qualified educators.

The curriculum is delivered through such strategies as:

- **Classroom instruction:** School counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other school facilities.
- **Interdisciplinary curriculum development:** School counselors participate on interdisciplinary teams to develop and refine the curriculum in content areas. These teams develop a school guidance curriculum that integrates with the subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines.
- **Group activities:** School counselors conduct small planned groups outside the classroom to respond to students' identified needs or interests.
- **Parent workshops and instruction:** School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

## Individual Student Planning

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This component has been defined by the Utah State Board of Education and the Utah State Legislature as the Student Education Plan (SEP) and the Student Education Occupation Plan (SEOP). Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career development, multicultural/global citizen development and personal/social development. Within this component, students evaluate their educational, occupational and personal goals. School counselors help students with Life/Career/Development as they transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups

or advisement groups. The SEP and SEOP processes and conferences are a best practices strategy for including parents or guardians in individual student planning. Systematic delivery of individual planning for every student includes a documented strategy for student success.

Individual planning with students is implemented through such strategies as:

- **Individual or small-group appraisal:** School counselors work with students, analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. Consistent with district policy, counselors should meet with students yearly to develop and revise students' academic plans.
- **Individual or small-group advisement:** School counselors advise students using personal/social, educational, career and labor market

information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

- **Parent/student meetings:** Counselors or other educators will meet with students and their parents or guardians annually (or consistent with local district policy) in individual and/or small-group planning conference to review goals resulting from individual appraisal and advisement. Goals will be revised as necessary to be consistent with current data and student and parent goals.

### Next Step Planning and Follow-up

Transitions from one educational program to another, from one school to another, or from school to work will be successful as professional school counselors support students in gathering information, overcoming barriers, and establishing necessary conditions to maximize student achievement.

Examples of topics within this component are:

- ◆ Test score review, interpretation and analysis.
- ◆ Promotion and retention information.
- ◆ Review of behavior plans and goals.
- ◆ Career development and career decision making.
- ◆ Four- or six-year plans.
- ◆ Financial aid.
- ◆ Interest inventories.
- ◆ Senior exit interviews and surveys.
- ◆ Social skills.
- ◆ Test-taking strategies.
- ◆ College selection.
- ◆ Job shadowing.
- ◆ Senior planning appointments.

***“The counselor is not the program.”***

— Paul Meyers  
California Department of Education

## Responsive Services

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The responsive services component of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs or concerns require counseling, consultation, referral, peer facilitation or information. This component is available to all students and is often student initiated through self-referral. However, teachers, parents or guardians or others may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

School counselors offer a range of services along the continuum from early intervention to crisis response to meet students' needs. School counselors consult with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific, ongoing responsive services provided by school counselors, such as individual and group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

Responsive services are delivered through such strategies as:

**Consultation:** Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.

**Individual and small-group counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences so students can take appropriate action. Such counseling is usually short-term in nature. *School counselors do not provide ongoing therapy.* When necessary, referrals are made to appropriate community resources.

**Crisis counseling:** Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency

situations. Such counseling is usually short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district's crisis intervention team process.

**Referrals:** Counselors are referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.

**Peer facilitation:** Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

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## System Support

System support consists of management activities that establish, maintain and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following arenas:

**Professional development:** School counselors are involved regularly in updating and sharing their professional knowledge and skills through:

**In-service training:** School counselors attend school in-service training to ensure

their skills are updated in areas of curriculum development, technology and data analysis. They also provide in-service instruction in the school counseling curriculum and other areas of special concern to the school and community.

**Professional association membership:** As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.